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Educational Writings

1. COMMENT ON CURRENT EDUCATIONAL PUBLICATIONS

A monograph describing the Stanford revision of the Binet-Simon scale for intelligence. In 1916 Professor Terman published a complete guide¹ for giving and scoring the *Stanford Revision and Extension of the Binet-Simon Scale for Measuring Intelligence*. He has now published a monograph² which summarizes the data on which the Stanford revision rests. He describes the precise methods by which the revision was made, and gives an analysis of the results secured by the application of the revised scale with 1,000 unselected children.

The brief account of the history of the making of the Stanford revision shows important facts, among which are the following:

1. The revision was based upon (a) a collection of tests given in 1913-14 by 14 collaborators to approximately 1,000 unselected children from ages of five to fourteen; (b) nearly 1,000 more children tested during 1910-13; (c) supplementary groups of high-school children and adults.

2. The guiding principle was to secure an arrangement of tests and a standard for scoring, which would cause the median mental age of the children of each age group to coincide with the median chronological age.

3. "As finally left, the scale gives a median intelligence quotient closely approximating 100 for our non-selected children of each age. The revision contains six regular tests and from one to three alternative tests in each year from three to ten, eight tests at year twelve, six at fourteen, and six in each of two higher groups which are named, in order, 'average adult' and 'superior adult.'"

In subsequent chapters the writer discusses a number of very important questions that bear in many ways upon practical problems of school instruction and administration. They may be illustrated by the following: What is the nature of intelligence? How is intelligence distributed? What sex differences exist in intelligence? What is the relation between intelligence and social status? Between intelligence and school success? Is the intelli-

¹L. M. TERMAN, *The Measurement of Intelligence*. Boston and Chicago: Houghton Mifflin Co.

²L. M. TERMAN, *The Stanford Revision and Extension of the Binet-Simon Scale for Measuring Intelligence*. Baltimore: Warwick and York, 1918. Pp. 179. \$1.40.

gence quotient a valid measure? How shall the validity of any single test in an intelligence scale be determined? What principles should govern the assembling of tests into a system, or scale?

Two publications on the psychology of school subjects.—(A) Psychology, to be effective in the public schools, must contribute definite, and practically usable, knowledge showing how children learn to deal with the material of our school subjects. Two studies have appeared recently that reveal in varying degrees, the way in which this is coming about. The first¹ is a very complete analysis and application to teaching of recent studies in the psychology of reading, which have been organized under the direction of Mr. Charles H. Judd in the laboratory and Elementary School of the University of Chicago. The second² reports a separate study of special disability in spelling made at Teachers College, Columbia University.

There are two outstanding modes of attacking scientifically the study of how children learn to read. The first involves laboratory analysis of the "mechanics of reading"—eye-movement, articulation, breathing, etc. The second deals with the problem of "learning" by the "case" method—gleaning its data and conclusions from classroom and individual studies of special ability or disability in reading. Both modes are being followed by investigators in this field, the initial laboratory studies of eye-movement having been made more than a generation ago. The "case" study of disability in reading, on the other hand, is practically a product of the research organized by the writer of this report. In the application of this method of analysis in reading, and to a limited extent in spelling, writing, arithmetic, and mathematics, we can detect the beginnings of a really effective *educational* psychology.

Mr. Judd's report presents three types of material: (1) It gives the results of objective measurement of the mechanical phases of reading—e. g., the eye-movements of adults and of children. (2) It presents the methods of study and the conclusions obtained (*a*) from experiments in training school pupils to read and (*b*) in dealing with extreme cases of pupils backward in reading. (3) It discusses the application of the facts obtained from the preceding two types of study to the teaching of reading in the public schools. Such problems are discussed as: Progress through the school grades;

¹C. H. JUDD, *Reading: Its Nature and Development*. Chicago: The University of Chicago Press. *Supplementary Monographs* published in conjunction with the *School Review* and the *Elementary School Journal*; Vol. II, No. 4, 1918. Chicago: The University of Chicago Press. Paper. Pp. xiv+192. \$1.00.

²LETA S. HOLLINGWORTH assisted by AMELIA WINFORD, *The Psychology of Special Disability in Spelling*. Teachers College, Columbia University, Contributions to Education No. 88, 1918. Pp. vi+105.

the important question of oral versus silent reading; and "reading for meaning."

The report throughout exhibits a basic interest in the reading of children in the public schools. In that part dealing with eye-movement studies on adults and children the conclusions concerning amount of material recognized as a unit take definite account of (1) differences in oral and silent reading, (2) the effect of changes in size of type, and (3) the effect of meaningless as contrasted with meaningful material. They show the importance of the *word* as the unit of recognition. They reveal, objectively, instances of regression and confusion and point to the importance of training in word-analysis.

The studies of special experiments in training pupils to read will be helpful to teachers as well as to students of special disability in reading. They show the importance of having complete psychological histories of school children and make clear the possibility of finding and supplying the kind of training needed by particular pupils. To illustrate: One of the special difficulties that recurred frequently was lack of method of working out new or unknown word-forms.

That "pedagogy" predominates in this report is exhibited by the writer's brief discussion of radical changes in the teaching of reading, by his study of reading books, and by his frequent recurrence to the important problem of the psychology and pedagogy of "meaning." The report is especially important because of the objective support that it lends to the emphasis on the teaching of silent reading. At the same time it places in proper perspective the like importance of training children in word-analysis.

The monograph contributes to the development of a true science of education by showing the practical possibilities of laboratory and classroom analysis of important school problems.

(B) Miss Hollingworth's study of special defect in learning to spell falls in the same general field—that is, the psychology of the school subjects. It reports a single classroom investigation, carried on during 1916-17, of pupils who were of normal general ability, but who were incompetent in spelling. Psychological tests were given to such pupils with a view to the diagnosis of their disabilities and to the devising of remedies for their defects. The attempt was also made to classify the mental processes involved in learning to spell.

The general procedure followed included six steps: (1) to teach spelling by a great variety of devices; (2) to make a case study of each child in the class; (3) to measure quantitatively the improvement of the group and of individuals in the class; (4) to analyze the factors contributing

to failure in spelling; (5) to study each child by psychological tests with special reference to diagnosis of his deficiencies; (6) to look for means of removing the causes of failure.

The data were used first to show the relation between spelling ability and general intelligence. The writers conclude "that it is unsafe to make, *a priori*, inferences about a child's general ability on the basis of his ability to spell or about his ability to spell on the basis of his general ability."

The writers discuss the relationship between recall and recognition and conclude (1) that words easily recalled are not necessarily easily recognized; (2) that children who make many errors in recalling correct spellings also make many errors in recognizing misspelled words, but that the errors made in recall are in only a small percentage of the cases the same errors as those made in recognition.

In chapter v the writer takes up more important pedagogical questions in discussing the determinants of error in spelling. This presentation is largely a classification of errors and probable causes. For example, first it gives a tenfold catalogue of the errors due to lapses of attention; secondly, certain idiosyncrasies in misspelling are pointed out; thirdly, the larger amount of error in polysyllables than in monosyllables is shown; fourthly, certain factors are discussed as limiting the extent of error in misspelling; fifthly, and more helpful to the teaching of spelling, the importance of "meaning" as a determinant of error is shown. Contributing more directly to the study of special disability in spelling is the compilation of comments on individual "cases," reported in chapter vii.

The application of the writers' studies to "the theory of special linguistic defect" is made in chapter viii. An analysis of the mental processes involved in learning to spell is illustrated, step by step, by a detailed discussion of particular "cases" from the literature of neurology. This presentation includes a statement of Miss Hollingworth's theory that spelling ability "is a complex trait which distributes itself over a normal distribution curve." (There is no objective evidence in the report that the distribution of spelling ability fits the particular curve known as the normal probability curve.) What appears to be an important element in the theory is that those deficient in spelling "do not form a separate intellectual or physical species. They form the lower end of the continuous curve of distribution for human intelligence; they result just as the mediocre and the superior result—from the operation of the unknown laws of heredity and variation; and they are no more to be regarded as 'pathological' than are the exceptionally superior individuals, who are as far above mediocrity as they are below it."

The study is technical in language and form of presentation. It will appeal only to the technically trained student of education. The extent to which pedagogical implications follow from the study may be illustrated by the following quotation: "For pedagogy the implication is that the extremely poor spellers may best be taught by the methods which are most advantageously employed with children in general. But, since ability to spell is the resultant of a variety of contributory abilities, we should expect to find that cases of poor spelling differ very much among themselves upon analysis of their difficulties. Of three children equally poor in ability as measured on a Spelling Scale, the one may require special drill in forming 'bonds' between the sounds of words and the muscular acts necessary for articulating them; another may need special practice in 'binding' the arbitrary, written or printed, symbols with the sounds which represent objects, acts, etc.; the third may experience special difficulty in forming the 'bonds' between the representatives in consciousness of visual symbols, and the motor responses necessary to produce the written word spontaneously at pleasure. There is no one specific remedy for poor spelling."

II. BRIEF DESCRIPTIVE COMMENTS ON PUBLICATIONS RECEIVED

(More complete notice will be given on some of these publications later)

A. GENERAL EDUCATIONAL THEORY AND PRACTICE

EARP, E. L. *The Rural Church and Serving the Community*. New York: Abingdon Press. 1918. Pp. 143. \$0.75 net.

A brief statement of the need and methods of organizing the country church on the basis of service to the whole community; gives specific plans for community service; designed as text for ministerial students, and as guide for rural-life workers.

FULMER, GRACE. *The Use of Kindergarten Gifts*. Boston: Houghton Mifflin Co. Pp. vii+232. \$1.30 net.

A statement of the principles and methods of using the kindergarten gifts, organized in serial order; contains summary of important suggestions for using the gifts and an appendix of 80 figures to illustrate the "building gifts."

HOBEN, ALLAN. *The Church School of Citizenship*. Chicago: The University of Chicago Press. Pp. ix+172. \$1.00 net.

One of a series of books on "Principles and Methods of Religious Education;" shows how civic training may be worked out in the schools of the church in reaching children, in reaching those of early and later adolescence, and in dealing with adults in the community.

JACKSON, HENRY E. *A Community Center: What It Is and How to Organize It*. New York: Macmillan. 1918. Pp. 159. \$1.00 net.

A reprint of a bulletin issued in 1917 by the United States Bureau of Education; reviewed in this *Journal* in 1917.

MEAD, A. R. *The Development of Free Schools in the United States, as Illustrated by Connecticut and Michigan*. Teachers College, Columbia University, Contributions to Education No. 91, 1918. Pp. xi+236.

An attempt to show how free schools developed during the nineteenth century by studying intensively the development in two typical states.

MURRILL, W. A. *Billy, the Boy Naturalist*. Bronxwood Park, New York: Published by W. A. Murrill. 1918. Pp. xii+252. \$1.50.

The story of the author's boyhood life, especially as it related to building up experiences with nature; written for children in a very interesting style.

PINTNER, R. and ANDERSON, MARGARET M. *The Picture Completion Test*. Educational Psychology Monographs No. 20, 1917 (issued 1918). Baltimore, Md.: Warwick & York. Pp. v+105.

Reports standardization of the Healy Picture Completion Test with 1,500 children; sets up empirically determined method of scoring and norms of percentile distribution for each age from six to fourteen; reports also relationship between performance in the test and sex, environment, and social standing.